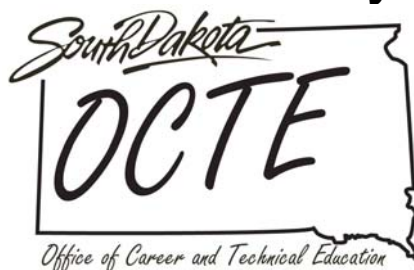


**2005-2006
PROGRAM IMPROVEMENT INSTRUMENT
Post Secondary**



Agriculture, Health Sciences, and Human Services

Program

Technical Institute

Requested Signatures:

We have reviewed this instrument and are in agreement with the basic plans as described.

Director/Assistant Director Date

Department Chair Date

Instructor Date

Instructor Date

Advisory Committee Member

Title/Occupation Date

Advisory Committee Member

Title/Occupation Date

Program Improvement Instrument

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Postsecondary Technical Program Improvement Process

Introduction

The Program Improvement Process (PIP) is South Dakota's model for all career technical education programs. This model identifies criteria found in quality programs. Specific indicators suggest ways that a career technical education program can meet the criteria expected in quality programs.

The Program Improvement instrument is designed to help establish "where programs are now, where they want to be, and how they are going to get there." The PIP is also a step in the program approval process.

The instrument is designed to help programs identify plans to meet the criteria and improve program quality. An "Action Plan" establishes time lines, identifies the person(s) responsible for completing activities and determines the need for technical assistance. This assistance may include other local instructors, administrators, community resources, and/or state staff.

Instructions

1. Instructor(s) identifies the on-site review team and submits names to state office three weeks prior to the on-site review. Use the review team form on page 13.
2. Instructor(s) completes the Program Improvement Instrument, pages 5-9.
3. Using completed instrument, instructor(s) develops 3-5 program goals to be completed in the next four years; form on page 10.
4. Instructor(s) sends original completed instrument and program goals to the state office three weeks prior to on-site visit.
5. Instructor(s) sends copy of completed instrument and program goals to review committee two weeks prior to on-site visit.

On-site visit

1. State staff facilitates discussion of Program Improvement Instrument.
2. Review team develops Action Plan for program to complete over the next three years; see page 16.
3. Instructor completes a draft of the Action Plan and submits a copy to the state office within one month of the on-site visit.
4. State office reviews draft plan and approves/recommends revisions within one month of submission.

5. Instructor sends completed Action Plan to review team members within one month of receiving final approval.

Follow-up ***(For years when there is no on-site visit)***

1. State office sends Annual Progress Report form to instructor(s).
2. Instructor(s) submits completed Annual Progress Reports to state office by Feb 3, 2006.

Supplemental Materials for Continuing Programs

The appendix includes a recommended On-Site Review Team, the On-Site Review Team Form, a Sample Action Plan, the Action Plan Form, the Annual Progress Report, and a list of definitions.

The essential components for approved Post Secondary Career Technical Education (CTE) programs are listed below. This assessment tool was developed to assist technical institutes in planning, implementing, and conducting quality CTE programs. Specify if the indicator was met by marking "yes" or "no". Also, indicate if any improvement is needed. Space for written comments is provided at the end of each section.

I. CURRICULUM & INSTRUCTION		Yes	No	Minor Improvement Needed	Major Improvement Needed
A. CURRICULUM & INSTRUCTION					
1. Technical standards/competencies are clearly identified in the course syllabi. Attach sample for review.					
2. Transferable work competencies are identified in program competencies and student mastery is documented (Ex. SCANS)					
3. Program planning involves current educational initiatives and resources, such as MAVCC, V-TECS, Career Technical Education Resource Center, Tech Prep, Business/Industry					
4. Program/Institute has a formal review process for program curriculum and instructional materials; content, gender bias, sex-role stereotyping, diversity, readability have been reviewed within the last three years.					
5. Program publications, such as syllabi, program pamphlets, program philosophy, and program mission, are free of gender-biased, stereotyping language.					
6. Where applicable, all students participate in a work-based learning experience, such as a mentorship, clinical experience, apprenticeship, job shadowing, or internship, related to their career goals.					
7. Student work-based competencies are evaluated by instructor and/or employer, are on file in the local department, and have been allocated adequate time for supervision.					
8. Student work records as required by program, are documented and on file. These may include: formal training agreements, hourly wage report, work schedule, school schedule, emergency information report, career goals and plans, and student entrepreneurial projects.					
9. Program identifies and uses community resources, such as business/industry speakers and program-related field trips.					
10. The program requests Perkins funds to assist in attaining PIP goals.					
11. The teacher requests Perkins funds to meet program standards/competencies.					
Comments or suggestions:					
B. STANDARDS & MEASURES					
1. 90.93% of the threshold students will demonstrate attainment of a cumulative GPA of 2.0 or higher.					
2. 61.5% of the students fulltime enrolled in this program complete a diploma or AAS Degree program.					
3. 87.02% of year 2003 completing students in this program who were located are in advanced education, military or employment six months following graduation.					
4. 86.67% completers of this program are employed, in the military or attending advanced education one year following graduation according to UI wage records.					
5. Students enrolled in this program comprise 11.29% of the gender considered nontraditional for the occupations for which this program prepares students.					
6. Students considered nontraditional in this program will comprise 7.15% or more of the completers.					
7. The program requests Perkins funds to address any program accountability measures not met and has a specific plan for meeting standards and measures.					
Comments or suggestions:					

	Yes	No	Minor Improvement Needed	Major Improvement Needed
C. ADVISORY COMMITTEE				
1. Advisory committee is diverse in make-up and contains representation from any of the following: business/industry, management, women, men, minorities, labor/technician, students, disabled, school, One-Stop Career Center, student service, Chamber of Commerce, Economic Development Council, and/or other.				
2. Advisory committee meets a minimum of two times per year and minutes of advisory committee meetings are on file.				
Comments or suggestions:				
D. STUDENT ORGANIZATIONS				
1. The program has state and national chartered professional student chapter.				
2. Students participate in career technical student organization (CTSO) and professional student organization activities.				
3. Chapter program of activities is planned, conducted and evaluated by student members. These include mission/objectives, constitution, budget, calendar of events, and committee assignments.				
4. The CTSO activities and projects help students understand the relevance of their career technical instruction.				
5. Student members participate in local, regional, state, and/or national activities.				
6. Professional student organization chapter activities are used to recruit students for the program and professional student organization membership.				
8. Professional student organization is an integral part of the instructional program.				
Comments or suggestions:				
E. INSTRUCTIONAL RESOURCES				
1. Instructor manages classroom and student records with current technology.				
2. Instructor has access to computers, appropriate computer software, Internet, and/or other.				
Comments or suggestions:				
II. FACILITIES, EQUIPMENT & SAFETY INSTRUCTION				
A. FACILITIES				
1. Program facility size is adequate to accommodate enrollment and is accessible to all.				
2. Program facility is adequate to store supplies, materials, and resources.				
3. Program facility is maintained in an orderly, clean, safe condition.				
4. Program facility design contributes to effective teaching, class control, safety, and/or other.				
5. Program laboratory reflects business and industry standards: facilities, equipment, and/or other.				
Comments or suggestions:				

	Yes	No	Minor Improvement Needed	Major Improvement Needed
B. EQUIPMENT				
1. Program uses current equipment and technology within the program.				
2. Equipment and technology is adequate for program level and competencies taught.				
3. Program instructor uses business and industry equipment/technology standards.				
4. Instructor uses current equipment/technology as a teaching tool.				
5. Equipment requested through Perkins funds is for <u>program improvement</u> , not merely program maintenance.				
Comments or suggestions:				
C. SAFETY				
1. Program provides adequate safety measures for all students.				
2. The evaluation of students' knowledge concerning safety practices is conducted with records retained in the local department.				
3. Students and instructors always use approved safety devices including: safety glasses, ear protection, first aid kit with protective gloves, fire extinguisher, and/or other.				
4. Safety emergency procedures are posted and clearly visible.				
5. Equipment work areas meet business/industry standards including: non-skid floor surface, painted floor safety zones, 3-way grounded electrical plug(s), emergency disconnect switches, equipment safety guards, cleanliness, and/or other.				
Comments or suggestions:				
D. FINANCIAL				
1. Federal, state and business, and industry support program budget.				
2. Administration consults program instructor(s) as to budgetary needs for instructional materials, equipment purchases and/or maintenance, supplies, travel/conferences, in-services, CTSO activities, written budget, and/or other.				
3. Business/industry contributes technical assistance, funds, supplies, equipment, and/or other.				
4. Collaborative financing efforts have been <u>researched</u> by Dept. of Labor, Work Force Investment Act (WIA), Department of State Development, grants (federal, state), professional and/or community organizations, foundations, and/or other.				
Comments or Suggestions:				
III. MANAGEMENT				
A. COMMUNITY RELATIONS				
1. Technical Institute supports program marketing and public/community relations plan. This includes financial, technical assistance, planning time, attendance/participation, and/or other.				
2. Program actively recruits students.				
3. Program instructors collaborate with student services in recruiting students, enrolling students, monitoring student progress, and/or other.				
4. Program promotes public awareness of its activities.				
5. Instructor(s) has made annual on-site business/industry visitations.				
6. Program has sponsored/participated in public information event(s) such as the following: open house, exhibits, high school presentations, service organization presentations, employer banquet, CTSO activities, and/or other.				

	Yes	No	Minor Improvement Needed	Major Improvement Needed
7. Program/Institute uses public awareness activities such as television, newspaper, newsletter, radio, magazines, brochures/flyers, cable channel, website, &/or other.				
8. Program uses and has a written marketing plan.				
9. Marketing activities identify internal customers as faculty/staff, student services, students, administrators, advisory committees, and/or other.				
10. Marketing activities identify external customers as potential students, student family members, general public, other technical institutes, colleges/universities, military, business/industry, and/or other.				
Comments or suggestions:				
IV. STUDENT SERVICES				
A. PLACEMENT ACTIVITIES				
1. Program faculty ensures that all students receive current occupational and labor market information.				
2. Labor market and occupational information are made available to students via job announcements, industry publications, government publications, Department of Labor, computer software, newspapers/magazines, One Stop Career Center, advisory committee, internet, and/or other.				
3. Labor market and occupational information activities are integrated into the curriculum. These include job trends, job availability, additional formal education, additional training, job salary/wage range & benefits, and/or other.				
4. All students receive instruction in job-seeking and job-retention skills.				
5. Program instructor(s) and student services coordinate job-seeking instruction by locating job openings, employability skills, resume writing, application form completion, interviewing, post-interview activities, and/or other.				
6. Program instructor(s) and student services coordinate job-retention and career advancement instruction through team work, problem-solving, ethics, creative thinking, decision-making, listening, analyzing organizational structure accepted social and work behavior, analyzing personal and career growth, and/or other.				
Comments or suggestions:				
B. EDUCATIONAL EQUITY				
1. All students are provided an equal opportunity to enroll in the program. These students include females, males, minorities, economically disadvantaged, disabled, nontraditional, single parents, single pregnant women, displaced homemakers, limited English proficiency (LEP), and/or other barriers.				
2. Supplemental instruction and supportive services are delivered to special population students. These services include tutoring, English language instruction, assessment, counseling, child care, adaptive equipment, program instructor involved in student work-based placement, and/or other.				
3. Instructional methodology meets students' needs.				
4. Student learning styles are identified, used in instructional planning, used in instructional delivery, and/or other.				
5. Program instructor(s) participates in in-service activities which promote an awareness of special populations and students.				
6. Instructor(s) has attended in-service activities for special populations students in the last five years for learning styles, assessment, adaptive equipment, and/or other.				
7. Identify specific strategies used to encourage, enroll, and retain nontraditional students and what supports are in place for nontraditional students.				

Program Improvement Process

Program Goals

School_____

Program_____

Use this form to help prioritize goals to achieve program improvement.

Goal 1 _____

Goal 2 _____

Goal 3 _____

Goal 4 _____

Goal 5 _____

Three Year Requirements for Program Approval

1. Program has accreditation affiliation _____YES _____NO

State and/or National accreditation affiliation (list)

National Competency Test

_____ # of students last year who took test

_____ # of students last year who met testing criteria

2. Program planning involves current educational initiatives and resources

List articulation agreements:

High schools:

Technical Institutes:

Colleges/universities:

3. Program Enrollment – list enrollment numbers

Semester 1_____ 2_____ 3_____ 4_____

4. Program Wage Factor

Program meets State wage factor requirement

Two or less semesters: \$8.00/hr ____Yes ____No

Three, less than four semesters: \$9.00/hr ____Yes ____No

Four or more semesters: \$9.50/hr ____Yes ____No

Professional Development

Instructor Name

Instructor participates in professional development

A. Within the last three years, the program instructor has taken active measures to ensure professional growth in the following (check all that apply).

- ☐ Technical institute course(s)
- ☐ State-sponsored workshops
- ☐ Current business/industry experience
- ☐ Advanced degree credits
- ☐ Professional conferences/seminars
- ☐ Local/regional in-services
- ☐ College courses
- ☐ Internet workshops/in-services
- ☐ Tech Prep in-services
- ☐ Other _____

B. Within the last three years, the program instructor has been an active member in at least one professional organization related to the area of instruction (check all that apply).

- ☐ Attended meetings
- ☐ Attended conferences
- ☐ Held offices/chaired committees
- ☐ Other _____

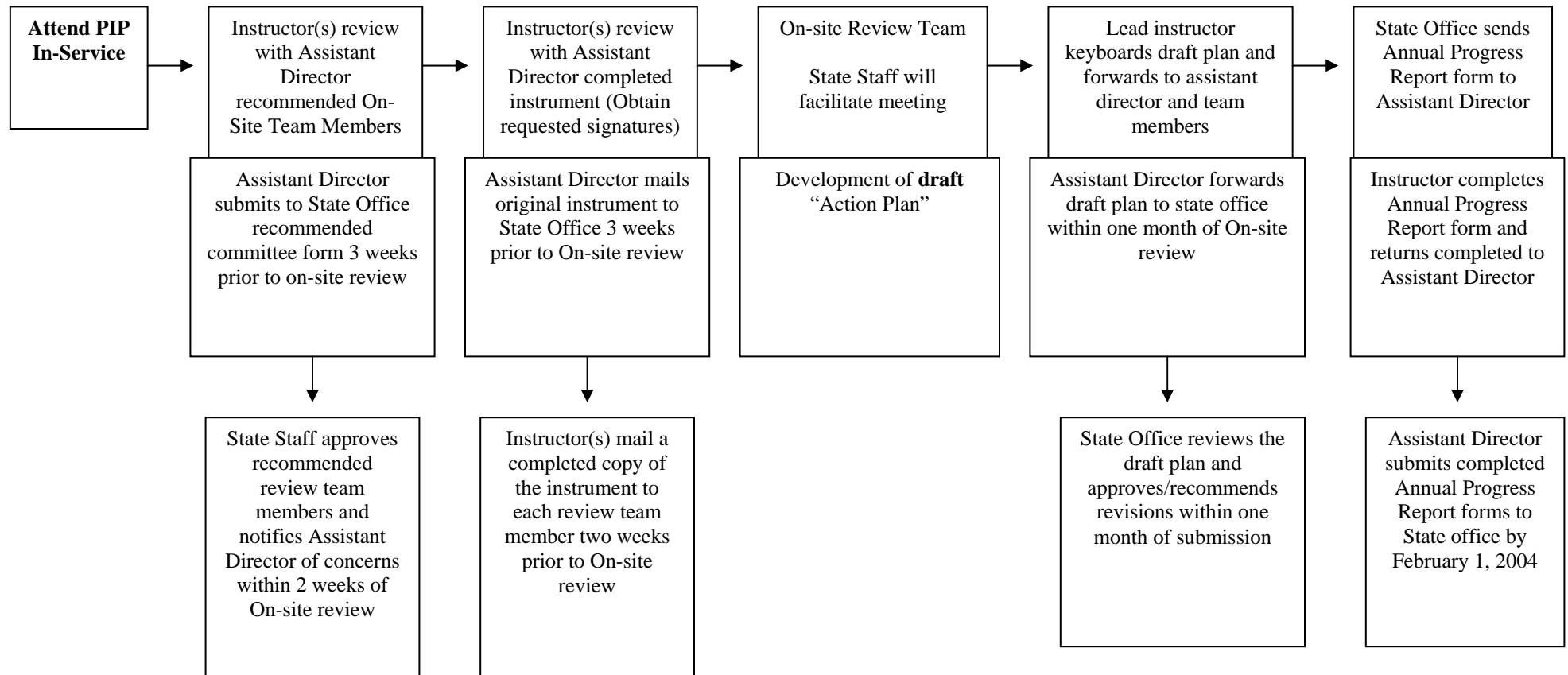
C. Administration actively supports professional development (check all that apply).

- ☐ Release time
- ☐ Financial support
- ☐ Other _____

D. Instructor uses a variety of teaching methodologies (check all that apply).

- ☐ PowerPoint
- ☐ Smart Board
- ☐ Internet
- ☐ LCD projector
- ☐ Web based tutorials
- ☐ Other _____

On-site Review Team Flow Chart



Recommended On-Site Review Team

The local administration and/or program instructor(s) will recommend five individuals for the on-site visit.

Suggested team members that could serve on the review team:

1. Occupational Area
 - a. Program Advisory Committee member
 - b. Business/industry representatives in instructional area
 - c. Potential employer
 - d. Past program student
2. Educators
 - a. Teacher of a similar program
 - b. Academic content teacher
 - c. Local institute counselor
 - d. Administrator
 - e. Teacher educator
3. Other Community Representatives
 - a. South Dakota One-Stop Career Center representative
 - b. South Dakota Workforce Development Council member

Submit recommended On-Site Review Team members on the following form (page 6). Please include name and title, organization representing, address, and appropriate telephone numbers. This form should be mailed to the state office **three weeks** prior to the on-site review team visit.

Potential team members should be contacted before form is submitted to the State Office.

Program Recommended On-Site Review Team

Please complete all information on this form.

Technical Institute	Program Name	Instructor(s) Name	Phone Number/E-mail Best Contact Time

We recommend the following individuals to serve on the
On-Site Review Team:

Name/Title/Company	Complete Mailing Address & E-Mail	Telephone

Return to State Office three weeks prior to the On-Site visit.

Office of Career & Technical Education
700 Governors Drive
Pierre, SD 57501

Annual Progress Report

South Dakota Career and Technical Education

Program Improvement Process

Complete one set of forms for each career technical education program and return to the State Office by February 3, 2006.

School: _____

Program: _____

Instructors are asked to review the Action Plans developed as a result of the Program Improvement Process.

1. Indicate the progress you have made toward reaching each of your identified goals, found in your Action Plan.
2. Identify any goals that have been modified or added. *Please identify new goals and activities for continued program improvement if all other goals identified in the original Action Plan have been reached.*

3. Identify any technical assistance needed from the State Office.

4. Other comments:

Program Instructor Signature

Date

Administrator Signature

Date

Advisory or Review Committee
Member Signature

Date

If you require additional technical assistance, please contact the State Office.

Mail the Annual Progress Report for:

Agriculture
Gary Grey
Office of Career and Technical Education
700 Governors Drive
Pierre, SD 57501

Health & Human Services
Mona Yanacheak
Office of Career & Technical Education
700 Governors Drive
Pierre, SD 57501

Administrative Rules of South Dakota

Department of Education

24:10:42:23. Application for new or expanded programs. An application for a new or expanded postsecondary program must be submitted to the director of the Office of Career and Technical Education by August 1 before the year of proposed implementation. The director of the Office of Career and Technical Education shall convene a meeting of the technical institute directors and an Office of Economic Development staff member. Technical institutes with new or expanded program proposals shall present their rationale for implementation. The director of the Office of Career and Technical Education shall review the rationale presented and make a recommendation to the South Dakota Board of education as to which programs should be considered for approval or disapproval. All proposals for new or expanded programs must go through this process before they can be considered by the South Dakota Board of Education at its next regularly scheduled meeting.

Source: 23 SDR 139, effective March 10, 1997; 30 SDR 121, effective February 12, 2004.

General Authority: SDCL [13-39-37](#).

Law Implemented: SDCL [13-39-9](#), [13-39-18](#), [13-39-64](#).

Cross-References: Definition of articulation, subdivision [24:10:43:01](#)(4); Council of Technical Institutes created, Executive Order 96-04.

24:10:42:24. Application of continuing programs. An application for a continuing postsecondary program must be submitted to the director of the Division of Workforce and Career Preparation for approval every three years on a rotating schedule established by the director. Continuing programs receiving state funding must meet the criteria for program wage factors in subdivision 24:10:42:28(2). The director shall place a program not meeting criteria on probation for one year and shall review the program before approving funding for the year.

Source: 23 SDR 139, effective March 10, 1997.

General Authority: SDCL [13-39-37](#).

Law Implemented: SDCL [13-39-9](#), [13-39-18](#), [13-39-64](#).

Sample Action Plan

Date: October 19, 2005

Institute/Program: Lake Area Technical Institute/Agriculture Business

Team Members: John Doe, Suzy Jane, Sally Jones, Joe Smith

Instructor(s): Sandy Hanson

State Office Facilitator: George Rockhold

Category: I. Curriculum, Instruction, and Planning Indicator (Letter and Number): D. 1. The program has a plan to add, delete, or revise courses.	Person Responsible	Time Line	Need Assist.
Goal: Re-evaluate course offerings and update them to meet the state standards.	S. Hanson	Sept 2004	
Activity 1 Instructor and advisory committee will review current course syllabi and determine necessary changes.	S. Hanson, Advisory Committee	March 2003	No
Activity 2 Instructor will meet with school administration to determine if changes are feasible.	S. Hanson, Administration	April 2003	No
Activity 3 Instructor updates course syllabi and submits them to DWCP for state approval.	S. Hanson	Jan. 2004	Yes, DWCP
Activity 4 Instructor will implement the instruction that was developed in the approved course syllabi.	S. Hanson	Sept. 2004	No

Program Improvement Process
Action Plan

Date:
Institute/Program:
Team Members:
Instructor(s):
State Office Facilitator:

Category: Indicator (Letter and Number):	Person Responsible	Time Line	Need Assist.
Goal:			
Activity 1			
Activity 2			
Activity 3			
Activity 4			

DEFINITION OF TERMS

Academic Standard - A statement of expectation for demonstrated knowledge or performance in the academic disciplines from which one or more benchmarks are developed.

Apprenticeship - A program registered with the Department of Labor or the State Apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers or a joint apprenticeship committee representing both employers and a union and which contains all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices.

Articulation Agreement - Secondary and postsecondary vocational technical programs secure agreements with postsecondary technical institutes, colleges, universities, other training facilities for advance placement and/or credit for competencies mastered in the secondary and/or postsecondary programs by program students.

Authentic Assessment - Collection of assessment data in the context of student performance of actual occupational, academic, or life tasks.

Basic Academic Skills - Skills in reading, writing, mathematics, speaking, listening and problem-solving which are necessary for individuals to succeed in technical training programs.

Career Clusters - A grouping of several career majors that are generally viewed as having a common set of foundation knowledge, skills, and attitudes related in practice.

Career Major - A coherent sequence of courses or field of study that prepares a student for a first job. A major integrates academic and occupational learning, school-based and work-based learning, and establishes linkages between secondary and postsecondary institutions.

Coherent Sequence of Courses - A series of courses in which technical and academic education are integrated and which directly relates to, and leads to, both academic and occupational competencies.

Completer - A student who earned two Carnegie units of credit or more within a program and will be graduating in the spring. 12th graders graduating who have earned at least two Carnegie units in a program in a prior year are considered "completers," even if they are not enrolled in the program in the present year.

Crosswalk Project, The - An exercise that offers academic and technical instructors an opportunity to work jointly to increase the academic rigor in technical programs, as well as increase application and relevance in academic programs.

Curriculum - An organized framework of teaching/learning activities, experiences, assessment, design, and in some cases, materials, which leads to achievement of a specified set of Integrated Curriculum Standards.

Employability Skills - Skills relating to choosing a career, getting and keeping a job, making job and career changes and career advancement.

Equal Access - Providing the same opportunity for quality education to include all areas of special populations including provisions for recruitment/enrollment in all programs and placement of these individuals (persons with disabilities, academically or economically disadvantaged, potential dropouts, limited English proficiency or non-traditional students).

Gender Bias - Behavior resulting from the assumption that one sex is superior to the other. Attributing behaviors, abilities, interest, values and roles to a person or group of persons on the basis of their sex.

Indicators - Specific examples programs could implement to achieve the criteria for a quality program.

Integrated Learning - Exposure of students to learning experiences that involve collective use of knowledge, skills, and attitudes in workforce and academic areas.

National Career Development Guidelines - A structure for a comprehensive career guidance and counseling system.

PDP - Professional Development Plan is a process used to assist those instructors who do not hold an original SD teaching certificate. The plan outlines those steps and timelines that will be utilized to gain the original SD teaching certificate. This plan is especially helpful for business/industry representatives including teaching as an expanded career.

Portfolio - A system of career planning and documentation.

Program - A coherent sequence of instruction that is based upon a validated set of competencies.

Rubric - An established and written-down set of criteria for scoring or rating students' performance on tests, portfolios, writing samples, or other performance tasks. A scoring tool designed to assist in the process of clarifying and communicating expectations for students. Rubrics are grading grids containing specific information about what is expected of students for every performance standard.

SCANS - Secretary's Commission on Acquiring Necessary Skills. Knowledge and skills (including higher-order thinking skills and attitudes of workers) identified in a national survey of employers as fundamentally important in all job settings. These skills center around students' ability to use resources, information, interpersonal, systems, and technology skills. It is important to identify where these skills are integrated into the curriculum and CTSO activities. These skills are sometimes called "transferable work skills," the general work skills used in most work settings.

Skill Standard - A statement of expectation, including benchmarks, for demonstrated knowledge or performance of tasks required for a worker to perform satisfactorily in a given occupation or job.

Special Needs - A sub-system of the local educational system responsible for the joint provision of specialized or adapted programs and services (or for assisting others to provide such services) for persons with disabilities, disadvantaged or exceptional children and youths.

Special Populations - Those individuals identified within any one of the following groups: economically disadvantaged; academically disadvantaged; limited English proficiency; persons with disabilities as defined in the Americans With Disabilities Act; males in traditionally female occupations; females in traditionally male occupations; single parents, including single pregnant women; displaced homemakers.

Supplementary Services - Curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices.

Transferable Work Skills - Those general work skills that are used in all work settings. These skills may include application/interviewing process, job retention, teamwork, problem-solving, decision-making, time management, and keyboarding.